Missouri School Improvement Program

District Response to the Standards
Version 4

For MSIP Reviews in 2005-2006

August, 2005

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DESE 3341-8 Rev 8/05

DISTRICT RESPONSE TO THE STANDARDS
(for MSIP Reviews in 2005-2006)

I.   OVERVIEW

A Self-Study is not required in the Third Cycle of MSIP reviews. Districts are, however, required to provide responses to the indicators marked "Written Response Required" in the District Response to the Standards (DRS) document. These required responses will be used either verbatim in the final report or will be summarized by the team in the final report. Districts may also elect to write to the indicators marked "Written Response Optional," thus creating a self-study. This extra step is not required by MSIP, but a district may choose to create a self-study for its own use.

The District Response to the Standards (DRS) also contains a list of the required documentation for each Process Standard/Indicator, which the district should carefully review.   Special Education, CareerEducation, or State and Federal Programs staff may also submit required documentation lists to the district either annually or just before the MSIP review.

All districts reviewed after January 1, 2002, should use the web application to enter the District Response to the Standards information. Districts must provide at least two complete printed copies of the DRS for team review.   Districts should insert sections of the DRS in the corresponding sections of the documentation file where appropriate and may provide each Team Member with a copy of the section which pertains to the standard(s) assigned to the Team Member (i.e., Curriculum, Climate, etc.). Responses and documentation are not required for the Resource and Performance Standards; however, the district should review carefully the Resource and Performance Reports prepared by the MSIP Section (DESE).

The Web application can be accessed at: http://k12apps.dese.state.mo.us/webpage/logon.asp. Districts may also download MSIP Standards and Indicators from the Department's Home Page on the World Wide Web (http://www.dese.mo.gov).

II.   RESOURCE STANDARDS

Information submitted by each district on the October Core Data collection cycle will be used by DESE to develop the Resource Report. District staff is responsible for reviewing the Resource Report during the on-site review. Changes that are necessary to correct errors should be made on the appropriate screen prints of Core Data and the corrected screen prints given to the State Supervisor prior to the end of the on-site review. Districts that want to use an alternative approach to meeting a Resource Standard should receive approval for this alternative prior to the on-site review.

III. PROCESS STANDARDS

INSTRUCTIONAL DESIGN AND PRACTICES

6.1   The district implements written curriculum for all its instructional programs.

Indicator 1.   **Written Response Optional**

                      Documentation Required
                      Curriculum Guides (All subjects K-12 for district's required or requesting a curriculum
                          review)
                      Curriculum Development Plan

Indicator 2.   **Written Response Required**
                      District Responses for 6.7.1/6.7.3 will be used for this indicator

                      Documentation – None

Indicator 3.   **Written Response Required**
**[In the following grade spans, identify where each of the following learner objectives are taught (provide
subject, grade, and page references to the appropriate places in the appropriate curriculum guides):]**

TYPE OF LEARNER OBJECTIVE   **WHERE TAUGHT**
Gender Equity*
                      Elementary: _____
                      Middle School: _____
                      High School: _____
Racial/Ethnic Equity*
                      Elementary: _____
                      Middle School: _____
                      High School: _____
Disability Awareness/Equity*
                      Elementary: _____
                      Middle School: _____
                      High School: _____
Technology
                      Elementary: _____
                      Middle School: _____
                      High School: _____
Research/Information Skills
                      Elementary: _____
                      Middle School: _____
                      High School: _____
Workplace Readiness Skills
                      Elementary: _____
                      Middle School: _____
                      High School: _____

*Equity concepts are related to equal treatment, equal rights, equal access for all populations, and/or multicultural perspectives and cultural diversity concepts.

Documentation Required
Curriculum Guides (All subjects K-12)

Indicator 4   **Written Response Required**
[No more than a one-page response/summary (total) should be provided for the first two statements.]
List the criteria that the district has used in deciding when to revise the curriculum.

Describe the formal procedures that are used to revise the curriculum.

Identify which four curriculum guides (math, science, social studies, or communication arts)
were revised to include all required components in grades K-12: _____,
_____, _____, and_____ .

     Documentation Required
     Curriculum Development Plan and Revision Schedule

6.2   **The district administers state-required tests and other tests and uses disaggregated and longitudinal assessment data to adjust its curriculum and instruction.**

Indicator 1.   **Written Response Optional**

     Documentation Required
     District Procedural Assessment Plan

Indicator 2.   **Written Response Required**
[No more than a half-page response/summary (total) should be provided for the following statement.]
Describe the strategies the district has initiated to motivate students to do their best on the MAP tests.

     Documentation – None

Indicator 3.   **Written Response Optional**

     Documentation – None

Indicator 4.   **Written Response Required (<u>if five or more students of each specified population are found at a grade level</u>)**
[No more than a 1.5-page response/summary (total) should be provided for the following statements. Every district needs to respond to this statement in relation to gender and students with disabilities unless individual students would be identified in the process (five or fewer students per grade).]
Describe the differences in the performance of various student populations (race/ethnic, gender, disability, migrant, and/or ELL status) on the MAP or in the dropout rates of these students that have been identified by the district as a result of the previous year's data.

Describe the changes or adjustments that have been made in the district's instructional programs, <u>based on reviews of the disaggregated performance data</u>.

Provide any available data related to the impact these changes have had on student performance.

     Documentation – None

Indicator 5.   **Written Response Required**
[No more than a one-page response/summary (total) should be provided for the following statements.]
Under the appropriate column heading indicate the data that was used in the last two years to inform and guide decisions about the district's curriculum/instructional programs, and describe the most significant performance results of that data.

DATA CATEGORY	**SPECIFIC DATA SOURCES USED IN DISTRICT**	**DESCRIBE MOST SIGNIFICANT PERFORMANCE FINDINGS:**
LONGITUDINAL DATA: **[MAP, dropout data, achievement scores, ACT results, vocational completion/placement, college placement, suspension/expulsion data]**	_____	_____
DEMOGRAPHIC DATA: **[Enrollment projections, financial information, socioeconomic data]**	_____	_____
DIAGNOSTIC INFORMATION: **[Reading aptitude/interest inventories, etc.]**	_____	_____
SURVEYS: **[Parents, community, students, staff, employers, postsecondary institutes, labor market needs etc.]**	_____	_____
OTHER: _____	_____	_____

Describe the data that was used to justify changes in the district's curriculum and instruction and describe the modifications that were subsequently made.

Documentation Required
CSIP

6.3   The district has implemented effective instructional programs designed to meet the assessed needs of students, as well as the practices and procedures needed to support these programs.

Indicator 1.   **Written Response Required**
District Responses for 6.7.1/6.7.3 will be used for this indicator

Documentation – None

Indicator 2.   **Written Response Optional**

Documentation – None

Indicator 3.   **Written Response Required**
[Check the following components of a scientific research-based reading program that the district provides in grades K-3.]
☐   -clear reading goals based on the Grade-Level Expectations for each grade have been established
☐   -reading goals are based on research

☐ -a research-based core curriculum for reading has been adopted and includes explicit, systematic instruction in:
  ☐ -phonemic awareness
  ☐ -phonics
  ☐ -vocabulary
  ☐ -fluency
  ☐ -comprehension
  ☐ - writing, spelling, listening, and speaking skills
☐ -classroom-based assessments are used regularly to diagnose individual student instructional needs and monitor student progress.
☐ -student progress is analyzed to plan instruction and reading opportunities are provided at the
  ☐ -"independent" level
  ☐ -"instructional" level
☐ -enriched reading instructional materials are available
☐ -professional development activities systematically support the reading program
☐ -90 minutes of protected instructional time is allocated to reading instruction, and the following types of reading instruction are used:
  ☐ -direct instruction
  ☐ -guided reading
  ☐ -independent reading
  ☐ -shared reading
  ☐ -cooperative learning
  ☐ -flexible grouping for specific skills instruction
☐ -intervention through supplemental instruction is provided during the school day
☐ -additional instruction before and after school is provided for students with specific reading difficulties
☐ -parents and other community members are informed of the reading programs' goals and objectives and the district's progress in meeting these goals
☐ -parents are informed of their child's progress in reading

Documentation – None

Indicator 4.   **Written Response Optional**
        District Response for 6.7.1/6.7.3 will be used for this indicator

Documentation – None

Indicator 5.   **Written Response Required**
[Complete the following columns by indicating the number of students enrolled or attending these activities at each grade span <u>during the current school year</u>. Asterisk programs which have been in place for two years or more.]

E	MS	HS	EXTENDED-LEARNING ACTIVITIES
____	____	____	-in district summer school programs
____	____	____	-summer enrichment program (provided by district or tuition paid by district)
____	____	____	-zero-hour classes and/or extended-day classes (regularly scheduled)
____	____	____	-extended school year-Number of school days over 174 in a school calendar?_____ **[<u>actual</u> calendar, previous year]**
____	____	____	-extended school day-Number of minutes over 6 hours in the school day?_____ **[<u>actual</u> calendar, previous year]**
____	____	____	-extended-day program (Title I, state-reimbursed tutoring, or other <u>formal</u> tutoring/academic program)

____	____	____	-Saturday school (not detention)
____	____	____	-summer reading program (formal)
____	____	____	-summer band or music program
____	____	____	-summer vocational programs
____	____	____	-other:_____

E	**MS**	**HS**	**ALTERNATIVE-DELIVERY SYSTEMS**
	____	____	-independent study classes
	____	____	-credit through extension or correspondence classes
	____	____	-Advanced Placement classes
	____	____	-dual-credit/college-credit classes
____	____	____	-alternative program (structured, alternative delivery of instruction)
	____	____	-work-study programs involving off-campus work opportunities for credit
____	____	____	-electronically-delivered instructional classes (including virtual high schools)
____	____	____	-multiage elementary classes* (other than special education, art, music, gifted, physical education etc.); grade(s):_____
____	____	____	-other: _____

> ***Multiage classes have students of various ages working together on basic learning tasks. Progress is individually assessed and may result in students being in these classes for various numbers of years (or, in some cases, less than a year) depending on the speed with which they achieve certain expectations.**

Documentation – None

Indicator 6.   **Written Response Required**
[No more than a two-page response/summary (total) should be provided for the following statements.]
Describe the kinds of information collected during interviews with students leaving school prior to graduation. How are dropouts reported to Adult Education and Literacy (AEL)/the State Literacy Hotline? Who is responsible?

Describe how ELL/ESOL, migrant, homeless, at-risk, and educationally-disadvantaged students are identified and provide the numbers of identified homeless, at-risk, or educationally disadvantaged students in the district.

Provide specific examples that describe how the district serves and assesses the services provided to each group of identified students**. [Do not complete a section if there are no students identified in a specific subpopulation.]**

LIST OF SERVICES PROVIDED TO STUDENTS
(general examples: peer mediation, alternative classes, tutoring, literacy programs, preschool services, academic assistance, referrals, and resource centers)

HOW SERVICES ARE ASSESSED
(general examples: formal assessments, annual reviews, monthly meetings, standardized tests, subject/grade monitoring, teacher observations, grades, attendance records, program evaluation, and extra-curricular involvement)

LIST OF SERVICES	**DESCRIBE HOW THESE SERVICES**
PROVIDED TO STUDENTS	**ARE ASSESSED**

MIGRANT

Elementary:_____ _____

Middle School:_____ _____

High School:_____ _____

ESOL

Elementary: _____ _____

Middle School: _____ _____

High School: _____ _____

HOMELESS:

Elementary: _____ _____

Middle School: _____ _____

High School: _____ _____

ELL/ESOL

Elementary: _____ _____

Middle School: _____ _____

High School: _____ _____

AT-RISK

Elementary: _____ _____

Middle School: _____ _____

High School: _____ _____

EDUCATIONALLY-DISADVANTAGED

Elementary: _____ _____

Middle School: _____ _____

High School: _____ _____

Documentation – None

6.4   Instructional resources and equipment that support and extend the curriculum are readily available to teachers and students.

Indicator 1.   **Written Response Required**

GRADES: _____

BUILDING: _____

ENROLLMENT:_____

Total # of Classrooms	Total # of Classrooms With Computers	Total # of Computers	Total # of Computers in Labs	Total # of Networked Computers	Total # of LMC Computers

[Count only computers that will work effectively when accessing the Internet (i.e., PCs with at least a Pentium processor, 16Mb RAM, IGB Hard Disk Drive, CD-ROM Drive, a 1.44Mb Floppy Disk Drive). Color graphics and color monitors are assets.]

This building has the following instructional equipment:	**LMC**	**BUILDING**	**DISTRICT**
Instructional Television (ITV) subscription		_____	_____
Interactive Distance Learning (network)		_____	_____

Satellite or Cable Reception/Taping **[# connection points]**   ____   _____   _____
Computers with CD-ROM capacity **[#]**   ____   _____   _____
Internet/MOREnet Connection **[# connected]**, including   ____   _____   _____
     Web TVs
Local Computer Networks **[# of computers connected]**   ____
Computer Laboratories **[# of computers in laboratories]**   _____   _____
Instructional Laboratories **[science, business, etc.]**   _____   _____
Computer Projection Equipment (including whiteboards,   ____   _____   _____
     video projectors, scan/converters, large screen TVs etc.)
Production Equipment; Radio/TV equipment, etc.   _____   _____
Photographic Equipment/Digital Cameras/Camcorders   _____   _____
Laser Disc/Players, DVD's   ____   _____   _____
Other:_____   _____   _____

Districts with multiple buildings at the elementary, middle school and high school levels should complete a summary sheet for these levels, as well as for each building.

              Documentation – None

Indicator 2.   **Written Response Required**
               District Response for 6.4.1 will be used for this indicator

              Documentation - None

Indicator 3.   **Written Response Required**

At what grade levels and by whom are students taught to use computers:
    Keyboarding Skills:_____
    Research-/Information-Seeking Skills:_____

Indicate how many **[#]** of students/staff have access to various types of technology/software, and what percentage **[%]** of students/staff have completed <u>formal</u> training in the following technological programs or software:

ACCESS[#]		TRAINING[%]		TYPES OF TECHNOLOGY
Students	Staff	Students	Staff	
___	___	___	___	-using e-mail
___	___	___	___	-designing Web pages
___	___	___	___	-using databases
___	___	___	___	-using word-processing program(s)
___	___	___	___	-using spreadsheets (Access and Excel)
___	___	___	___	-using presentation programs (Power Point, Hyper Studio)
___	___	___	___	-using desktop publishing
___	___	___	___	-using MOREnet/Internet electronic resources
	___		___	-using grading programs (tracking student progress)
	___		___	-accessing student records/student information systems
___	___	___	___	-posting information for parent and student access
	___		___	-using specific instructional strategies involving computer technologies **[e.g., locating research materials or on-line information]**

<table>
<tr><td>___</td><td></td><td></td><td>___</td><td>-using Clear Access Program (software)</td></tr>
<tr><td></td><td>___</td><td></td><td>___</td><td>-using Curriculum Alignment Program (software)</td></tr>
<tr><td>___</td><td>___</td><td>___</td><td>___</td><td>-other: _____</td></tr>
</table>

Documentation – None

Indicator 4.   **Written Response Required**
The district reports that a substantial number of teachers in each grade span have incorporated technology into its instructional programs in the following ways: **[Check the boxes for each grade span in which these processes are used by a substantial number of teachers.]**

E	MS	HS	WAYS IN WHICH TECHNOLOGY IS INTEGRATED
☐	☐	☐	-use of computer word-processing software to support composition classes, the development of editing skills, and general writing skills
☐	☐	☐	-use of reading assessment/reading record-keeping systems to supplement overall reading program
☐	☐	☐	-use of a variety of presentation skills and technological programs to communicate knowledge (staff) and learning (students)
☐	☐	☐	-use of portfolios of student work samples (compositions, research reports, research/inquiry results, etc.) in either the core content areas or in integrated instructional programs/classes
☐	☐	☐	-use of project-based/inquiry-based problem-solving assignments within classes
☐	☐	☐	-use of electronic and/or on-line resources to teach students how to locate information and how to develop research skills (including the evaluation of various sources of information)
☐	☐	☐	-use of distance learning/virtual classes to enlarge the high school's program of studies or to meet individual students' interests
☐	☐	☐	-use of the eMINTs program to immerse classes in a technology-related learning environment
☐	☐	☐	-provision of appropriate technology staff (instructors, technicians, support personnel) to support technology use by students and staff
☐	☐	☐	-provision of specific professional development training on how to successfully incorporate technology into the curriculum and instructional practices
☐	☐	☐	-use of electronic catalog/circulation systems in LMCs
☐	☐	☐	-other: _____

Documentation Required
Curriculum Guides (K-12)

6.5   The district has created a positive climate for learning and established a focus on academic achievement.

Indicators 1-2.   **Written Response Optional**

Documentation - None

Indicator 3.   **Written Response Optional**

Documentation Required
Promotion/Retention Policy(ies), and, by reference, programs listed in 6.3.5 and 6.3.6.

6.6 The schools are orderly; students and staff indicate they feel safe at school.

Indicator 1.   **Written Response Optional**

                             Documentation Required
                             Code of Conduct or Discipline Code/Policy

Indicators 2-3.   **Written Response Optional**

                             Documentation – None

Indicator 4.   **Written Response Required**

[No more than a one-page response/summary (total) should be provided for the following statement.]
Describe any modifications that have been made to the district's programs and procedures
related to ensuring safe and orderly schools, and explain why these changes were made.

                             Documentation - None

**6.7   Professional development is an integral part of the educational program and all school
          improvement initiatives.**

Indicators 1 & 3   **Written Response Required**
[Complete the following chart by describing the main issues addressed through any of the listed professional development structures/activities:]

TYPES OF POSSIBLE PROFESSIONAL DEVELOPMENT	TOPIC/FOCUS/PRIMARY CONTENT OF PROFESSIONAL DEVELOPMENT ACTIVITY
☐-Study Group(s) **Groups of educators focus on different aspects of a particular curricular or instructional issue, share findings, and make recommendations.**	
☐-Action Research Group(s) **Collection and analysis of data for a particular instructional issue, determination of a plan of action, based on literature available, and documentation of results.**	
☐-Design Team **Team designs a plan for staff development activities that address a specific instructional need.**	
☐-Peer Coaching **Teachers who have participated in specific professional development activities offer constructive suggestions to others while implementing related instructional/curricular improvements.**	

☐-Teacher Collaborative(s)

Groups of educators organized around a common topic of interest who provide support and facilitate learning for each other.

☐-Academics (district-sponsored)

Formal postsecondary professional activities for which credit is awarded.

☐-Video-taped Lessons (for self-appraisal)

☐-Reflective Journals/Reflective Practices

Reflective Journals: A method of gathering information regarding teachers' cognitive learning about new instructional processes and practices; Reflective Practices: Deliberate and sustained reflection and action around a particular instructional issue.]

☐-Portfolio Management/Portfolio of Teaching Strategies

Documentation of work in the area of staff development that reflects teachers' efforts and results with new instructional processes and organizational change.

☐-Staff inservice workshops

☐-other:_____

[No more than a two-page response/summary (total) should be provided for the following statements.]
Describe the long-term focus that has been selected for the district's professional development program during the next 2-3 years.

Explain how this specific focus for the professional development program addresses issues related to student performance or results from the long-range planning process (CSIP).

Describe the three to four instructional strategies that the district has selected and focused on throughout the district in order to most effectively help students learn. List the specific instructional strategies and accompanying staff development activities (conducted or planned) that have been chosen with this long-term focus in mind and the percentage of staff involved in each activity.

In addition, explain what professional development, support programs, coaching activities, or other follow-up activities have been provided for teachers as they implement these districtwide instructional strategies and include the percent of teachers at each grade span that have participated in each of these professional development/support activities. Asterisk those activities that have already taken place at the time of the review.

PROFESSIONAL DEVELOPMENT IMPLEMENTATION AND CONTINUING SUPPORT ACTIVITIES	PERCENT OF PARTICIPATION		
	(E)	**(MS)**	**(HS)**
_____	____	____	____
_____	____	____	____
_____	____	____	____
_____	____	____	____
_____	____	____	____
_____	____	____	____
_____	____	____	____
_____	____	____	____

Documentation Required
CSIP

Indicator 2. **Written Response Optional**

Documentation – None

Indicator 4. **Written Response Required**
[No more than a one-page response/summary (total) should be provided for the following statements.]
Describe what effect your professional development program has had on improving instruction and student achievement:

Explain how successful this program has been, how the district has determined this, and cite any evidence the district has to support its conclusions.

Documentation Required
Results of Most Recent Professional Development Program Evaluation

Indicator 5. **Written Response Optional**

Documentation Required
Professional Development Policies, Procedures, and Procedural Plan
District's Annual Audit or Annual Secretary of the Board's Report

Indicator 6. **Written Response Optional**

Documentation – None

6.8   Library media center (LMC) resources and services are an integral part of the instructional program.

Indicator 1. **Written Response Required**
District Responses for 6.1.3, 6.4.1, and 6.4.4 will be used for this indicator

Documentation – None

Indicator 2. **Written Response Optional**

Documentation Required
LMC Policy and Procedures Handbook

Indicator 3.   **Written Response Required**
                     District Response for 6.4.4 will be used for this indicator

                     Documentation Required
                     LMC Core Data Report
Indicator 4.   **Written Response Required**
[No more than a one-page response/summary (total) should be provided for the following statement.]
Describe improvements in the LMC collections at the elementary, middle school, and secondary levels
which have been made in the last two years to support improved student performance on the MAP.

                     Documentation – Required
                     CSIP

6.9   Guidance is an integral part of the instructional program.

Indicator 1.   **Written Response Required**
[Check the following components that were included in the guidance program evaluation.]
☐-program objectives/criteria aligned to the CSIP
☐-guidance needs survey results
☐-guidance committee input
☐-administrative input
☐-graduate survey results
☐-advance questionnaire data
☐-guidance staff input
☐-evaluation of guidance learning activities
☐-other:_____
                     Documentation Required
                     Procedural Guidance Plan
Indicator 2.   **Written Response Optional**

                     Documentation Required
                     Guidance Curriculum
                     Most Recent Needs Assessment Results

Indicator 3.   **Written Response Required**
[No more than a one-page response/summary (total) should be provided for the following statements.]
Describe the career-/education-awareness and informational activities that are provided:

ACTIVITY	GRADE(S)	CONDUCTED BY
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Describe the process used to develop students' four-year career/educational plans, including those
instructional and assessment activities which support this process.

Documentation Required
Career/Educational Planning Materials/Forms

Indicator 4.   **Written Response Optional**

Documentation Required
List of counseling sources used for referrals or additional assistance

Indicator 5.   **Written Response Optional**

Documentation - None

DIFFERENTIATED INSTRUCTION AND SUPPLEMENTAL PROGRAMS

7.1   Comprehensive services for all resident children with disabilities, as required by the Individuals with Disabilities Education Act (IDEA) and Chapter 162, RSMo, are an integral component of the district's educational program.

Indicators 1-4.   **Written Response Optional**

Documentation Required
Documentation requested by Special Education School Improvement Section

7.2   The district identifies gifted/talented students at all grade levels and provides them differentiated instruction suitable for their levels of intellectual and social maturity.

Indicators 1-2.   **Written Response Required**
A state-assisted gifted/talented program is available in grades _____.

[The following statements should be completed for all grades and buildings in which a state-assisted gifted/talented program is not available. Describe the assessment processes used to identify gifted/talented students (including the following information) for each grade or major grade-level division:]

BUILDING: _____   **GRADES:**_____

CRITERIA	CUT-OFF SCORE	ASSESSMENT INSTRUMENT
Achievement Assessment:	_____	_____
Intelligence Assessment:	_____	_____
Specific Creativity Assessment:	_____	_____
Other Factors and/or Criteria used in the Assessment Process:	_____	_____

Number of Gifted/Talented Students Identified in Grades K-12   =   Percent of Students Identified as
                    Total District Enrollment   Gifted/Talented

[The following statement should be completed by all districts:]
Describe the services/differentiated instruction (include formal programs and other services such as mentors, special counseling, independent study provision, etc.) provided for identified gifted and talented students:

GRADE(S)	SERVICES PROVIDED
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Documentation – None

7.3   Career education is an integral component of the educational program.

Indicator 1.   **Written Response Optional**

Documentation Required (for all career education programs/courses offered in the district)
- Student-based Assessments/Community-based Assessments (minimum of one required in each of the two categories)
- Career Education Curriculum Guides-required for 3rd cycle onsite review only if curriculum did not meet 2nd cycle MSIP requirements or if new career education classes have been added since the 2nd cycle
- Current Class Rosters

Indicator 2.   **Written Response Optional**

Documentation Required (for all career education programs/courses offered in the district)
- Career and Technical Student Organization Rosters
- Program of Work/Activities for current school year

Indicator 3.   **Written Response Optional**

Documentation Required (for all career education programs/courses offered in the district)
- List of Transition Activities to the workplace or continuing education
- Articulation Agreements and/or Dual Credit Agreements

Indicator 4.   **Written Response Required (if District offers any career education programs/courses)**
[No more than a one-page response/summary (total) should be provided for the following statements.]
Describe improvements that have been made to career education programs/courses over the last three years
as a result of program evaluation.

Describe the plans for improving career education programs/courses which have been included in the CSIP.

Documentation Required (for all career education programs/courses offered in the district)
- Procedural Evaluation Plan(s) for all Career Education Programs
- Comprehensive School Improvement Program (CSIP) which indicates career education improvements

7.4   Preschool educational activities/programs are available to the district's children.

Standard.   **Written Response Required**

[Provide enrollment numbers for each program or activity the district provides and asterisk those that have been in place for at least two years. Do not include Parents As Teachers programs.]
The following preschool education programs or activities are provided by the district for the district's preschool students:

____ -early childhood special education services
____ -district-funded preschool program
____ -Title I-funded preschool program
____ -"blended" preschool (program supported through several funding sources)
____ -preschool program funded by the Missouri Preschool Project
____ -district-funded childcare/daycare program
____ -childcare program funded by Child Care and Development Fund Grant
____ -other: _____

The district uses the following activities to help children transition into kindergarten: **[Provide enrollment numbers and asterisk those that have been in place for two years.]**

____ -prekindergarten orientation sessions, including preschool packets and information
____ -summer school for prekindergarteners
____ -district-sponsored activities for preschool children offered on a regular basis (e.g.,
      storytimes, attendance at school plays, concerts, art shows and book fairs)
____ -students' preschool records are shared with the district or arrangements have been made
      to ensure that such information is received by the district
____ -other: _____

[No more than a half-page response/summary (total) should be provided for the following statement.]
Describe what the district has done to collect information from the community (i.e., community needs assessment, community survey) related to the need for preschool services and the results of this data collection process.

If the local community has any of the following programs, indicate the approximate number of preschool students served in these programs:

____ -Head Start program
____ -community-operated preschool program (profit/nonprofit programs)
____ -community-operated childcare program (profit/nonprofit programs)
____ -private nursery schools (profit/nonprofit programs)
____ -other:_____

Documentation - None

7.5   **The district provides opportunities for parents/guardians to learn about the intellectual and developmental needs of their children at all ages and to participate constructively in their children's education.**

Indicators 1-3.   **Written Response Required**
[No more than a one-page response/summary (total) should be provided for the following statements.]
What parent education activities are provided which help parents learn about the developmental needs of their children or about how to become better parents?

Describe the strategies that are in place to involve parents in their child's education.

Which of these strategies have been successful? Cite any evidence to support this conclusion.

Describe any formal programs (such as Practical Parenting Partnerships, Title I Parent Group, Special Education Support Groups) aimed at improving the quality of parent-school cooperation and interactions related to the education of children.

Documentation Required - DESE-Generated Data

7.6   The school district provides or arranges with other local groups, agencies, and organizations to provide educational, vocational, recreational, cultural, enrichment, and/or other services for the local community.

Indicators 1-2.   **Written Response Required**
[No more than a half-page response/summary (total) should be provided for the following statement.]
Describe the educational provisions/programs (include AEL and GED services) and who sponsors these programs.

> **Documentation Required**
> Continuing Education Needs Assessment

7.7   The district complies with all provisions, regulations, and administrative rules applicable to each state and federal program which it has implemented.

Standard.   **Written Response Optional**

> **Documentation Required**
> See Federal/State Monitoring Requirements

SCHOOL SERVICES

8.1   At least biennially, the district reviews the goals and objectives of each program and service; receives reports of the effectiveness of each program and service; and, takes action to ensure that these programs efficiently achieve their goals.

Indicator 1.   **Written Response Required**
[List the district programs that have been reviewed or evaluated in the last two years, the type of data used in this evaluation, the date of each review or evaluation, and the action(s) taken as a result of this evaluation:]

PROGRAM	DATE	TYPE OF DATA USED	ACTION(S) TAKEN
Curriculum			
Instructional Effectiveness			
At-Risk Programs			
Special/Supplemental/Differentiated Programs			
ESOL/ESL			
Title I			
Special Education			

Vocational Education			
Gifted Education			
Homeless			
Migrant			
Community Education			
Early Childhood/Preschool/PAT			
Technology			
School Climate			
Professional Development			
Library/Media Resources (LMC)			
Guidance And Counseling			
Finances			
Facilities And Grounds			
Safety			
Health Services			
Food Service			
Transportation			
Other:			

Documentation Required
District Program/Services Evaluation Plan and Board Minutes

Indicator 2.　　　**Written Response Optional**

　　　　　Documentation Required
　　　　　Last Two- and Five-Year Graduate Follow-up Studies and
　　　　　Last Employer/College Survey (each completed, with results)

8.2　　The district has an ongoing, written Comprehensive School Improvement Plan (CSIP) which directs the overall improvement of its educational programs and services.

Indicators 1-2.　　　**Written Response Optional**

　　　　　Documentation Required
　　　　　CSIP

Indicator 3.　　　**Written Response Required**
[No more than a one-page response/summary (total) should be provided for the following statements.]
In the past year, what strategies in the current CSIP were evaluated as being effective and which were considered ineffective?

What modifications to the plan were initiated to address/replace ineffective strategies?

　　　　　Documentation - None

Indicator 4.　　　**Written Response Required**
[No more than a one-page response/summary (total) should be provided for the following statements.]
What improvements related to MSIP student performance indicators have been identified as a result of the implementation of CSIP strategies? Provide data to support these conclusions.

[See also District Responses for 6.2.4 and 6.2.5.]

Documentation - None

8.3   The board has adopted a current set of policies and procedures, meets regularly, and has secured the required training for its members.

Indicator 1.   **Written Response Optional**

Documentation Required
Board Policy Manual and building-level student enrollment forms

Indicator 2.   **Written Response Optional**

Documentation Required
Board Minutes (last twelve months)

Indicator 3.   **Written Response Optional**

Documentation - None

Indicator 4.   **Written Response Optional**

Documentation Required
Board Training Certificates

Indicator 5.   **Written Response Required**
District Response for 6.3.6 will be used for this indicator

Documentation - None

8.4   The board of education employs staff members in accordance with statutory requirements and local employment policies and procedures.

Indicators 1-2.   **Written Response Optional**

Documentation Required
District Job Descriptions, Applications, Vacancy Notices,
Employment Policies (Nondiscrimination Policy)

Indicator 3.   **Written Response Optional**

Documentation
District Salary Schedule

8.5 **The community, through the board of education, provides sufficient financial resources to ensure an educational program of quality**.

Indicator 1. **Written Response Optional**

Documentation Required
Board Minutes

Indicator 2. **Written Response Optional**

Documentation Required
Most Recent Budget

Indicator 3. **Written Response Optional**

Documentation - DESE-Generated Data

Indicator 4. **Written Response Optional**

Documentation – None

8.6 **The board establishes and the administrators implement systematic procedures to ensure efficient fiscal management and accountability.**

Indicators 1 & 3-8   **Written Response Optional**

Documentation Required
Last Two District Audits
Copies of Policies and Procedures Related to Fiscal Management
Copies of Inventories and Inventory Procedures
Copy of Bank Statement on Debt Service Fund (if applicable)
Information on Transfers to the Incidental Fund
Information related to CAO's training in Missouri School Finance

Indicator 2. **Written Response Optional**

Documentation - DESE-Generated Data

8.7 **Patrons, parents, and students have opportunities to discuss concerns with the district, file complaints, and serve on committees, including those required by state or federal regulations, to study specific issues and problems.**

Indicators 1-2. **Written Response Required**
[Check each advisory committee <u>active</u> within the district and attach appropriate documentation (i.e., minutes, membership, meeting times, and agendas) for the past 12 months for each asterisked committee the district has.]

COMMITTEE	PROGRAM PRESENT[4]	COMMITTEE PRESENT[4]	COMMUNITY REPRESENTED[4]
Parents As Teachers Committee*	_____	_____	_____
Career Education Advisory Committee(s)*	_____	_____	_____
Community Education Advisory Committee	_____	_____	_____
Guidance Advisory Committee*	_____	_____	_____
Professional Development Committee*	_____	_____	_____
Districtwide Planning/CSIP/Strategic Planning Committee(s)*	_____	_____	_____
Parent/Community Advisory Committee	_____	_____	_____
Facilities and Safety Committee	_____	_____	_____
Bond/Tax Levy Committee	_____	_____	_____
Curriculum Committee(s)	_____	_____	_____
Technology Committee(s)	_____	_____	_____
Health Advisory Committee	_____	_____	_____
Library Advisory Committee	_____	_____	_____
Other: _____	_____	_____	_____

Documentation – None

Indicator 3. **Written Response Optional**

Documentation Required
Written Complaint Policy or Procedures

8.8 **The board of education and the staff systematically and frequently provide information to the public about the condition of school programs.**

Indicator 1. **Written Response Optional**

Documentation Required
3 Years of Annual Reports and Distribution List

Indicator 2. **Written Response Optional**

Documentation - None

8.9 **Facilities are healthful, adequate in size, clean, well-maintained, and appropriate to house the educational programs of the district.**

Indicators 1-2. **Written Response Optional**

Documentation - None

8.10 **The district's facilities are safe.**

Indicators 1-3.   **Written Response Required**
[No more than a 1.5-page response/summary (total) should be provided for the following statements.]
Describe how the district identifies potential safety concerns or physical hazards in its facilities.

List the numbers, dates and types of emergency and safety drills held in the past year:

TYPE:	DATES:	WHO SUPERVISED:
Fire		
Tornado		
Earthquake		
Intruder		
Other Drills such as:		
Bomb Threat		
Environmental Hazards		
Other Threatening Situations		

[Districts in the following counties are required to have two (2) earthquake drills: Adair, Audrain, Bollinger, Boone, Butler, Callaway, Cape Girardeau, Carter, Chariton, Clark, Cole, Dunklin, Howard, Iron, Jefferson, Knox, Lewis, Lincoln, Macon, Madison, Marion, Mississippi, Monroe, Montgomery, New Madrid, Oregon, Osage, Pemiscot, Perry, Pike, Putnam, Ralls, Randolph, Reynolds, Ripley, Schuyler, Scotland, Scott, Shelby, St. Charles, St. Francois, St. Louis, Ste. Genevieve, Stoddard, Warren, Washington, and Wayne.]

The district's safety coordinator is **[position or name:_____]**. List the violence-prevention programs that have been implemented in the district, and describe the staff training that has been provided for these programs:

SCHOOL VIOLENCE-PREVENTION PROGRAMS LIST	WHO PROVIDED STAFF TRAINING	PERCENT OF DISTRICT STAFF TRAINED
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Documentation Required
Safety Policies and Procedures
Inspection Sheets/Results
Accident Reporting Forms
Crisis Management Plan/Procedures
Other Emergency Policies and Procedures
Safety Drill Log/Record Book

8.11   **The district has developed and implemented a program for school health services which includes goals and objectives, service activities, and an evaluation design.**

Indicators 1-3.   **Written Response Optional**

Documentation Required
Health Services Procedural Plan
CSIP

8.12 **A school foods program is available which makes at least one nutritionally balanced meal available to all students each day in accordance with Federal and State Child Nutrition Program regulations and guidelines**.

Standard.   **Written Response Optional**

                 Documentation Required
                 Latest School Food Services Report (and follow-up letters)

8.13 **Safe and efficient transportation to and from school is provided in compliance with Missouri statutes, regulations, and local board policy**.

Standard.   **Written Response Required**
List all in-service training provided to transportation employees within the last 12 months.

Provide dates of the school bus emergency evacuation drills conducted in the past year (12 months).
[Note location of or provide the following documentation :

District Bus Accident Forms (if any) _____
Bus Driver Physical Examinations_____
Current Licenses/Permits for Bus Drivers_____
Insurance Records _____
Spring and Summer Inspection Reports/Results _____
Transportation Contracts (if any)_____
Written Bus Discipline Policy _____
Written Procedures for Reported Positive Bus Driver Drug Test Results
   and Meeting Provisions of 49 CFR, Part 382 et al _____
Pre-trip Bus Inspections (daily)_____
Review of Student Loading and Unloading Zones_____

                 Documentation Required
                 Listed Transportation Information/Documents

IV.   PERFORMANCE STANDARDS

Information submitted by each district on Core Data (various collection cycles), by CTB, and by ACT will be used to develop the Performance Report.